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FORMATION MODEL OF FUTURE TEACHERS' READINES TO CREATE THE HIGHER EDUCATIONAL INSTITUTION'S IMAGE**Lokhonya M. M.**

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Abstract. *The article highlights the term meaning "image" based on an theoretical and methodological sources analytical review. The peculiarities of the formation model of the future teachers' readiness to create the higher educational institution's image in various activity fields, in particular economic, psychological and socio-communication, are considered. The components of the higher education institution's competitiveness are presented: economic, consumer, and organizational. The directions of the formation model of the future teachers' readiness to create the higher educational institution's image were considered, such as: the educational institution's image itself, the educational services' image, the teaching staff image. Special attention is paid to the formation model of the future teachers' readiness to create the higher educational institution's image using modern Internet technologies.*

Key words: *model, formation, readiness, future teachers, image, higher educational institution.*

Introduction.

Today, in order the higher educational institution (HEI) has the opportunity to compete decently and take a leadership position among similar educational institutions, it is necessary to have certain distinctive advantages. In this situation, the strategic competitive advantage achievement of higher educational institutions is ensured by the presence of high-quality teaching staff, the presence of the educational institution's authority, as well as the positive attitude creation of the target audience towards the institution. The resulting situation encourages higher educational institutions looking for ways to improve their own image.

The modern manager of the education institution should ensure full implementation of the state policy in the sphere of reforming education "New Ukrainian School", the priorities of which are: implementation of curricula based on the new State standard of primary education; improving the skills of primary school teachers and introducing the new system of training and professional development of teaching staff; changing the financing of the training system for pedagogical staff to ensure freedom of place and forms choice of professional development; forming a network of profile and support schools; providing the variety of educational forms; creation of the best practices on governance in the education of development of institutional capacity of the educational institution and its academic autonomy; obtaining financial autonomy by secondary education institutions; introduction of tools for monitoring the quality of education; participation in international monitoring studies of the educational quality; creation of a new educational environment; through the use of information and communication technologies in the educational process and management of education institutions through the transition from one-time projects to



a systematic process, which will significantly expand the opportunities of a teacher, optimize administrative processes and will form the technological competences, important for our century, etc. [4, p. 214-215]

So, it is seen that the problem of the formation model of the future teachers' readiness to create the higher educational institution's image is considered and analyzed in the works of many authors, in particular Dmytro Kozlov [4], Olena Kovaleva [3], Yulia, Oleksandr and Oleksandra Romanovskyi [10]. These authors covered a wide range of scientific problems in this field. However, the issue of the formation model of the future teachers' readiness to create the higher educational institution's image remains not fully resolved. The mentioned problem solution requires a comprehensive approach to the concepts study of the "image", "higher educational institution image" and the formation model of the future teachers' readiness to create the higher educational institution's image, which determined the study purpose.

Main text

A certain number of scientific, theoretical and methodological sources were used and analyzed during the study of the formation model of the future teachers' readiness to create the higher educational institution's image. To form an concept understanding of the formation model of the future teachers' readiness to create the higher educational institution's image, it is considered and analyzed the works devoted to the specified process.

Today, the modeling method is widely used in psychological and pedagogical research. It makes possible to create effective conditions for the goal realization of the educational activities, to purposefully introduce innovative technologies into the educational process of educational institutions and to manage them [6]. The pedagogical dictionary states: "modeling is the study of certain phenomena, processes or systems, objects by building and studying their models, using models to determine or clarify the characteristics and rationalize the ways of building newly constructed objects" [6]. According to E. Lodatko, "the wide distribution of ... modeling in pedagogical research is explained by the diversity of its epistemological functions, which determines the study of pedagogical phenomena and processes on a special object – a model, which is an intermediate link between the subject – a teacher, a researcher and the subject of research, that is, certain properties and relations between the elements of the educational process [6, p. 5]. So, modeling in pedagogical research allows you to formalize (schematize and simplify) the researched processes in a way that allows you to make assumptions about the relationships and conditions for improving the process, track those characteristics that play a determining role in the research and are subject to study, evaluation and management. At the same time, E. Lodatko points out that, compared to many other fields of human knowledge, modeling in pedagogy has peculiarities, the nature of which is based on the vagueness and vagueness of pedagogical concepts, the practical absence of acceptable mechanisms for measuring personality development in the process of learning, educational achievements students, achievement of socially determined educational benchmarks by a certain category of student youth, etc. [6]. Therefore, the author emphasizes the importance of a successful selection of modeling features.



Based on the results of the ascertainment experiment, the leading task of our research was determined to improve the future teachers' professional training in the context of the readiness development to create the higher educational institution image in the master's training process. This requires substantiation of the formation model of the future teachers' readiness to create the higher educational institution's image, in particular, in the master's training process.

By modeling the future teachers' readiness to create the higher educational institution image, it is understood the predictive model creation as a component of the future teachers' professional training, which ensures the effective interaction of training subjects in the master's training process, the result of which is the formed future teachers' readiness to create the higher educational institution image.

As noted by V. Kraevsky, a model is the result of an abstract generalization of practical experience, and not a direct result of an experiment [5, p. 268]. L. Horuzha proves that "the model has cognitive potential only when it corresponds to the object being studied, is able to replace it in the process of study and is a battery for obtaining new information about it" [1, p. 260]. When modeling, we followed the postulate defined by D. Kozlov that the effectiveness of the proposed model should be ensured by the main circumstances: the effectiveness of the model in general depends on the effectiveness of its components functioning [4].

The formation model of the future teachers' readiness to create the higher educational institution's image, according to the authors, includes the following stages: 1. Fixation of the already formed image using methods of diagnostics, questionnaires, observation, and focus groups. 2. Identification of positive and negative factors of image formation, where positive factors contribute to solving problems, and negative factors hinder. 3. Determination of measures to neutralize negative factors and strengthen the positive factors actions [10]. It should be noted that one of the key factors in the formation model of the future teachers' readiness to create the higher educational institution's image is the teaching staff and students' image.

The formation model of the future teachers' readiness to create the higher educational institution's image allows for a more systematic consideration of the content of the teachers' image in the master's training process to ensure an adequate selection of the necessary tasks, actions to change certain features of the image; develop alternative image types profiles.

Therefore, the formation model of the future teachers' readiness to create the higher educational institution's image in the master's training process is a long process, which includes the stages of transition from initial impressions about a person to a systematic idea about him. The teacher's image is a projection of his personality in the social communications process, which includes both the subject's internal capabilities and the demands placed on the teacher by the external environment [3]. If it is considered the formation model of the future teachers' readiness to create the higher educational institution's image, then the English researcher E. Sampson, considering the personal image, notes that it consists of an interrelationship of external and internal factors that create a "self-image", the so-called image that perceived and "necessary" image [11]. "Self-image" includes previous experience and expresses a person's state of self-attention. The perceived image expresses the state of other people attention to



this image bearer. And the “necessary” state is the professional characteristics that a specialist must have. The author believes that one’s own image should be treated as advertising, self-presentation, and notes that “others see what you yourself have chosen to show them” [10].

For the formation model of the future teachers’ readiness to create the higher educational institution’s image in the master’s training process, one of the main requirements is the modern Internet technologies use. Thus, one of the communication tools in the educational environment is a website. The web page became the “face” of the educational institution both for the internal (students, teaching staff, management) and for the external audience (applicants, parents of schoolchildren, competing institutions, etc.). With the help of the site, students / teachers / applicants / parents can: – at any time and in any place find information about the activities of the higher education institution (faculties, specialties, cost of educational services); – to contact the necessary departments / teachers / other students; – to visit the institution's online library.

It should be noted that the site has become an information space in the provision of the educational process. For example, the platforms use for distance education will provide a number of advantages to the educational institution and thus will be one of the factors of the formation model of the future teachers’ readiness to create the higher educational institution’s image. Another aspect is the institution’s virtual library and providing access to it. Such a library will allow you to find out about the availability of the necessary literature in the database, download electronic versions of books, scientific articles, as well as select the necessary literature from a given topic [2].

Also, one of the research directions in the formation model of the future teachers’ readiness to create the higher educational institution’s image in the master’s training process is its rating. Ihor and Tetiana Ostapyovsky proposed criteria and indicators for the rating of a higher education institution [8]. According to these authors, the rating criteria are: – quality of knowledge (number of winning students in various events, satisfaction of graduates with the quality of education); – the quality of the teaching staff (number of candidates / doctors of science, associate professors / professors); – the effectiveness of scientific research (in the “Webometrics” rating, the Hirsch index); – integration into the world and European educational space (number of foreign students / teachers, obtaining a double diploma). According to the authors, the definition of qualitative methods for ratings determining of higher educational institutions can be considered promising [8].

Conclusions.

Having analyzed the research literature on the presented topic, as well as study conducting of modern conceptual and methodological aspects, the concept definition of the formation model of the future teachers’ readiness to create the higher educational institution’s image in the master’s training process can be considered in the context of the following approaches: a) by activity field: economic - considered as a component of the institution’s competitiveness, as well as as its organizational culture component; psychological - considered as a component of the emotionally colored attitude of the target audience; socio-communication - considered as a component of the social-communication system; b) by the subject of the study: image formation in the activity



context of the individual (teacher/head of the institution); image formation in the context of the social institution activity.

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Анотація. У статті висвітлюється значення терміну «імідж» на основі аналітичного огляду теоретико-методичних джерел. Розглядаються особливості моделі формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти в різних галузях діяльності, зокрема в економічній, психологічній та соціокомунікаційній. Представлено складові конкурентоспроможності закладу вищої освіти: економічні, споживчі, організаційні. Розглянуто напрями моделі формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти, такі як: імідж самого закладу освіти, іміджу



освітніх послуг, імідж професорсько-викладацького складу. Особливу увагу приділено моделі формування готовності майбутніх викладачів до створення іміджу закладу вищої освіти з використанням сучасних Інтернет-технологій.

Ключові слова: модель, формування, готовність, майбутні викладачі, імідж, заклад вищої освіти